

Thursday, May 14th

We are learning to:

English:

- Understand how vocabulary choices can express shades of meaning, feeling and opinion.

Mathematics:

- Locate, compare and order integers on a number line
- Solve problems involving integers.

What you will need today



Wellbeing Tip of the Day

Make time to take a break from study or work or hanging out, whether it be going to the gym, kicking a ball around with a mate or just going for a walk.






Mrs Paula's Riddle of the Day

What comes once in a minute, twice in a moment, but never in a thousand years?

Yesterday's Answer: I often drop, but I never hit the ground. What am I?

Temperature

These times are only a guide, as to the duration of the activity

40 minutes	English – Student Learning Materials See below the English Student Learning Materials. Read through the information provided and answer the questions as necessary.
30 mins 	English – Writing Task See below the materials for the English Writing Task. You can complete the paragraph in your English book or type it in Microsoft word.
10 minutes	Fruit Break
50 minutes	English – Spelling, Reading and Comprehension Choose 1 activity from the Spelling & Homework Ideas sheet to complete for 15 minutes. Please print or copy your words somewhere safe, as you will need them every day this week! Complete the comprehension worksheet – 15 minutes Read independently for 20 minutes. Be sure to record this on your weekly reading log. The reading log can be found attached to your weekly plan.
Morning Tea	
1 hour	Mathematics – Student Learning Materials See below the Mathematic Student Learning Materials. Read through the information provided and answer the questions as necessary.
30 minutes	Wellbeing Complete the wellbeing activity below. Physical Education Choose and complete 5 different exercises off the 'Fitness Fun Activity' matrix and then repeat that exercise 4 times. If assistance is required please email Michael Burke mmbur0@eq.edu.au
Lunch	
5 minutes 	What Went Well Take a photo of something that you enjoyed doing today. Send this in an email to your teacher
30 minutes 	Health – Student Learning Materials See below the Science Student Learning Materials. Read through the information provided and answer the questions as necessary. All the work you complete for health, needs to be sent to Ms McCrystal Ms McCrystal's Email: exmcc9@eq.edu.au
30 minutes	Family Based Activity Choose an activity from the 'Family Based Activity' Matrix to complete with the people in your household. This activity matrix can be found attached to your weekly plan.

English Student Learning Materials

Topic: Exploration of language features in texts
Making word choices to write a personal letter

Today you will:

►► understand how vocabulary choices can express shades of meaning, feeling and opinion.

Resources

Digital

Slideshow — Understanding sentence structure (optional)

Find and prepare

Sheet 11 — Letter from Joan
(from Lesson 15)

Key terms

cultural context, evaluative language, formal language, historical context, informal language, language features, mood, sentence structure, social context, vocabulary

Read a personal letter

1. Re-read **Sheet 11 — Letter from Joan**.

Remember how useful evaluative language can be in conveying feelings and opinions.



- a. Select two words or phrases that Joan uses to convey her feelings about the boat journey to Australia.

Letter from Joan

Joan Pendlebury

Coolaburra Downs, Queensland

November 16th, 1953

Dear Harriett,

1. How are things in chilly England? It seems so long since we waved London goodbye. Our life here on the
2. farm is very different.
3. The ship we came out on was huge. I mean huge! REALLY enormous. Father said it would be a new start
4. for us after all those years of trying to rebuild our lives after the war. Pete and I had great fun roaming around
5. the decks every day and when we crossed the Equator we had a tremendous party. We all wore costumes
6. and wolfed down lots of cake and cordial.
7. Mummy didn't want to come to Australia, but Father said we'd have a much better life here. Mummy still isn't
8. sure, as now she has to get up really early to milk the cows and organise Pete and me for school. She's not
9. sure if she likes the hot weather either, even though she seems to always be out in her little rose garden in
10. the afternoon with secateurs in hand.
11. Every morning Pete and I wait for the school bus at the end of our long, dirt driveway. Sometimes we see
12. kangaroos hop hop hopping about in the paddock next door. We never tire of watching them. Our teacher, Mr
13. McElvey, said that kangaroos are Australian marsupials. A bit different from hedgehogs and hares, hey
14. Harriett! At lunchtime the whole class sits under the fig tree's lush canopy. My best friend, Angela, has
15. Vegemite in her sandwiches. It's a sort of thick, gooey, black paste — looks and tastes like father's boot
16. polish! I guess it's a bit like Marmite, really, only super salty!
17. It's very quiet here. That's another thing Mummy doesn't like. When we lived in London there was always lots of
18. traffic and people around. We'd often hear the tooting of the cars as they motored down The Strand. Now
19. all we have is a conga line of cows as they stroll in for the afternoon's milking session.
20. Mummy always says there's a possibility they might move back to London one day. Father disagrees and
21. says we ought to give it a shot before we 'throw in the towel'. He's really put his heart and soul into our farm.
22. Perhaps Mummy will be happier after Uncle Herbert arrives from England at Christmas time
23. Harriet — I nearly forgot my most extraordinary piece of news! The Queen and the Duke of Edinburgh are
24. coming to Australia next year! We heard it on the wireless. I'm ever so excited! She's visiting all the main
25. capital cities, but not our little town. I can only imagine Mrs Thistlewhite from the local Country Women's
26. Association curtsying to the Queen wearing her best frock with the matching shoes and gloves. I think that
27. would be frightfully funny! Tonight we're having Mummy's delicious roast lamb with mashed potatoes and
28. gravy. Yum! I usually only have one serve of mash but Pete has two.
29. I really love Australia! I love the kookaburras, I love the big spaces, I love our blue heeler Red ... I love my
30. new life (except for the Vegemite)!
31. Please write back soon and let me know if all is well in London. Lots of love, and hooroo for now!
32. *Joan*

b. What is Joan's opinion about Vegemite?



Using a variety of sentences is also an important way that writers engage their audience and convey a vivid picture of places, feelings and events. This involves using different sentence structures (simple, compound, complex) as well as varying sentence beginnings.

Revise the different types of sentence structure

Sentence structure

A **simple sentence** may have one **subject** (person or thing) and one **verb** (a doing, thinking, saying or relating word), for example: 'The pelican waddled away.'

A **compound sentence** is made up of two or more **simple sentences** joined by a **coordinating conjunction** (and, nor, but, or, yet, so), for example: 'The pelican waddled and the fish swam.'

A **complex sentence** is made up of an **independent clause** and a **dependent clause**. A dependent clause is joined to an independent clause through a **subordinating conjunction** (when, while, before, because, although, while) or a **relative pronoun** (who, whom, that, which), for example: 'I fell off my chair because the pelican honked.'

The dependent clause 'because the pelican honked' does not make sense on its own.

2. Find an example of a simple, a compound and a complex sentence in Joan's letter on **Sheet 11** and write them below.

a. simple sentence

b. compound sentence

c. complex sentence

Varying sentence beginnings is another way Joan has added detail to her letter and made it engaging for her reader.

For example, the sentence:

- 'Pete and I had great fun roaming around the decks every day.'

could be rewritten as:

- 'Every day, Pete and I had great fun roaming around the decks.'

The sentence:

- 'Every morning Pete and I wait for the school bus at the end of our long, dirt driveway.'

could be rewritten as:

- 'Pete and I wait for the school bus at the end of our long, dirt driveway every morning.'

Rewrite the following from **Sheet 11** to alter the beginning of the sentences.

a. When we lived in London there was always lots of traffic and people around.

b. Our life here on the farm is very different.

Types of Sentences

Simple

One independent clause

The dog barks.

Compound

Two independent clauses
separated by a semicolon
or a comma & conjunction

*The pirate captain lost the treasure
map, but he still found the buried
treasure.*

Complex

One independent clause
and one or more
dependent clauses

*Because the soup was too cold, I
warmed it in the microwave.*

Compound-Complex

Two independent clauses
and one or more
dependent clauses

*Though Michael enjoys watching
comedies, he rented the latest spy
thriller, and he enjoyed it very much.*

English Writing Task

Improving Persuasive Texts - Worksheet

Name _____

Date _____

Improving Texts

Read Jessica's persuasive letter about extending lunchtime at her school.

Rewrite the letter in your workbook, in your own words.

Add more factual information to make the letter more detailed.

Add language features that Jessica forgot to use.

Dear Mr. Joyless,

I am writing to you as I feel lunchtime at Cloudy Skies Public School needs to be longer.

Kids have no time to play. By the time we eat, lunchtime is nearly over.

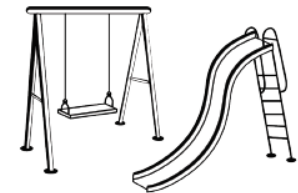
We all have to share the play equipment, which means you have to wait your turn. Sometimes you never get a turn because lunchtime is so short.

We need a longer break from our school work. If we had more time outside, we would concentrate better in the afternoon.

Please make lunchtime longer.

Yours sincerely,

Jessica Jittery



LANGUAGE

 teachstarter

Comprehension Worksheet

Distinguish Between Fact and Opinion

Fast Lane

Fast Lane, the new movie starring Chris Cyrus, hit cinemas last night. This movie was the longest two hours and thirteen minutes of my life! It starts with a very badly-made car chase and doesn't get better from there.

Chris Cyrus, usually a great actor, is terrible in this movie. His co-star, Danny Draper, is the only good thing about the movie.

I asked some other movie-goers what they thought of the movie. One said, "It was the best movie I have seen in ages!"

It looks like not everyone shares my opinion. Go and see it for yourself and see what you think.



Comprehension Task

✓ Teach Starter.com

Distinguish Between Fact and Opinion

Fast Lane

1. How long does the movie go for?
Is this a fact or an opinion?
2. Did the movie reviewer like the movie?
What words or phrases from the text can you find that support your view?
3. Write three facts you can find in the text.
4. Why might somebody else have a different opinion of the movie?

CRAZY CREATIVE CHALLENGE

Write a movie review about a movie you have seen recently.

Remember to put both facts and your opinions in your review.

Comprehension Task

✓ Teach Starter.com

Mathematics Student Learning Materials

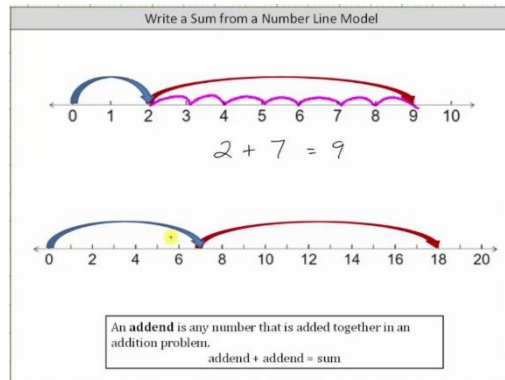
Topic: Number and place value
Solving problems involving integers

Today you will:

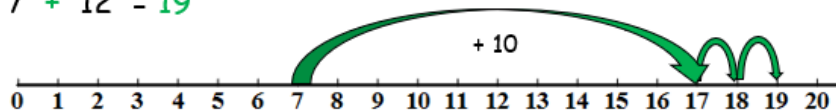
- locate, compare and order integers on a number line
- solve problems involving integers.



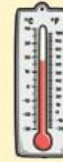
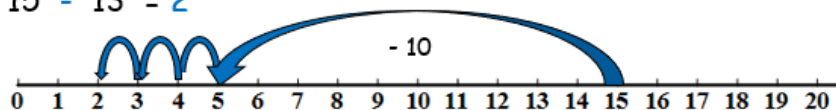
You have explored positive and negative integers by locating and plotting numbers on a number line, and ordering and comparing values. You will now solve problems involving positive and negative integers using number lines to help you.



$$7 + 12 = 19$$



$$15 - 13 = 2$$



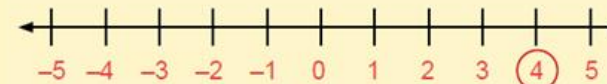
The temperature was 4°C at bedtime.
Overnight, the temperature fell 7 degrees.
What was the temperature in the morning?

Step 1

Identify the starting number.

The temperature was 4°C at bedtime.

Circle the number on your number line.



Step 2

Establish whether the number will increase or decrease and by how many.

Overnight, the temperature fell 7° degrees.

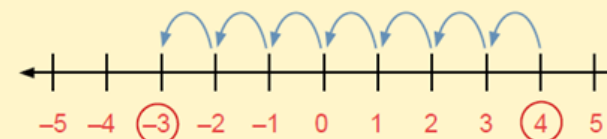
Because the temperature fell by 7, the number is decreasing by 7.

The number sentence will be:

$$4 - 7 = \square$$

Step 3

Use the number line to take 7 away from 4



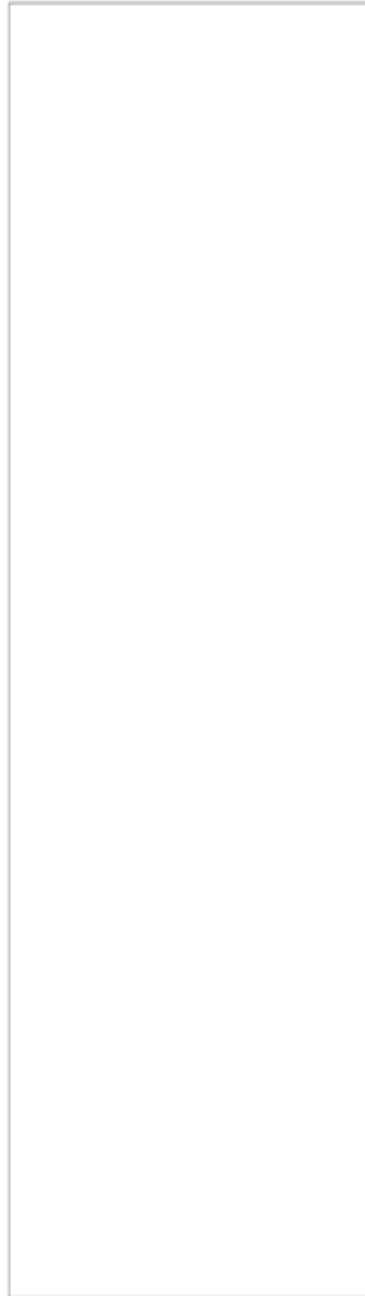
The temperature was -3°C in the morning



4. Follow the steps from the yellow box to solve the following problems. Space has been provided for you to draw a number line:

- a. Sam was on the eighth floor of his apartment building and took the elevator 10 floors down to the car park.

On which level is his car parked?



- b. Simone had \$6 in her bank account and she took \$14 from the ATM.

How much money is in her account?



- c. Cameron stands on the three-metre platform at the pool. He dives seven metres in total.

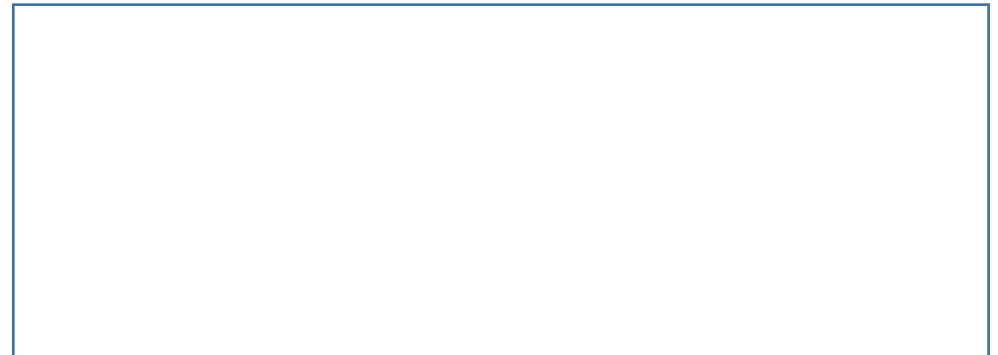
How far does Cameron dive below the water level?



-
- d. Tonight it will be -5°C in Warsaw, Poland.

It is predicted to rise by 12°C overnight.

What will the temperature be in the morning?



Wellbeing




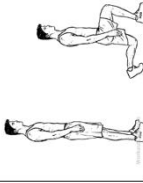











Show Gratitude



Showing gratitude is a way of expressing thankfulness and appreciation. You can show gratitude in a variety of ways such as saying thank you, writing a thankyou letter or giving a meaningful gift.

Write a thankyou letter to someone who gives you a lot of their time. It could be a parent, carer, sports coach or teacher. Be sure to say what you are thankful for!

Physical Education Activity Matrix

Push ups x 5 	Mountain Climbers x 10 	Sit ups x 10 	Lunges x 5 per leg 	Jumping Jacks x 10 
Squats x 10 	Tuck Jumps x 5 	Plank Get ups x 10 	Burpees x 5 	Shoulder taps x 10 
Lying leg raises x 10 	Punches for 30 seconds 	Plank hold for 30 seconds 	Jogging on the spot for 30 seconds 	Rolling side plank x 10 

Health Student Learning Materials – Participation Rates

Instructions: Read the statements below. Research using the below information the answers to the following questions.

Questions are based on information from *Is sport enough? — 2014 report card on physical activity for children and young people*.

OVERALL PHYSICAL ACTIVITY LEVELS D-

Proportion of Australian children and young people meeting the recommended Australian physical activity guidelines: children aged 2-4 years should accumulate at least 180 minutes of activity every day and children and young people aged 5-17 years should accumulate at least 60 minutes of MVPA on a daily basis².

Rationale / Overview

The majority of Australian children and young people are not meeting the daily Australian physical activity guidelines. This grade reflects the synthesis of one group who is doing reasonably well (2-4 year olds) and one group who is doing very poorly (5-17 year olds).

Key Findings

- + 19% of Australians aged 5-17 years⁶ and 15% of Australians aged 12-17 years⁶, meet the recommended Australian physical activity guidelines² of accumulating at least 60 minutes of MVPA every day of the week.
- + On average, Australians aged 5-17 years, meet the Australian physical activity guidelines on 4 days of every week⁶.
- + 17% of Australians aged 5-17 years are accumulating at least 12,000 steps per day⁶. It has been reported that 60 minutes of MVPA per day can be approximated to 12,000 steps per day for children and young people²⁴.
- + On average, Australians aged 5-17 years take 9,140 steps each day⁶.
- + 72% of Australian parents report that their children aged 2-4 years meet the recommended Australian physical activity guidelines² by accumulating at least 180 minutes of physical activity each day⁶.
- + On average, parents report that Australian children aged 2-4 years meet the Australian physical activity guidelines on 6 days of every week⁶.

ORGANISED SPORT AND PHYSICAL ACTIVITY PARTICIPATION B-

Proportion of Australian children and young people who participate in organised sport and/or physical activity programs.

Rationale

Participation in organised sport and/or physical activity programs amongst Australian children and young people is higher, relative to the other physical activity behaviours addressed in the Report Card.¹

- + Coaches/clubs and parents should encourage the continuation of sport participation and effective strategies should be put into place to minimise dropouts from sport.
- + Coaches and sporting organisations should ensure that their games and activities provide maximum opportunities for movement for children. This may be achieved through session planning and coach education programs. It can be hoped that by doing so participation levels and retention rates increase as a result of higher enjoyment levels.

Key Findings

- + 64% of Australians aged 5-17 years participated in organised sport or physical activity over the past 7 days⁶.
- + 66% of Australians aged 5-14 years participated in organised sport over the past 12 months⁷.
- + 85% of Australians aged 12-17 years participated in organised sport or physical activity during summer and/or winter school terms, both in and outside of school⁸.
- + 74% and 79% of Australians, aged 6-7 and 11-12 years respectively, participated in organised sport over the past 12 months⁹.

How can we improve the grade?

Additional recommendations

- + Ensure all Australian children and young people are aware of the range of, and are encouraged to participate in organised sport and physical activities, promoting equitable access and opportunities of provision for all (e.g. by reducing the cost of sports and activities through specific subsidies, providing pathways to community sport from schools and teachers).

ACTIVE TRANSPORTATION

D

Proportion of Australian children and young people travelling to and/or from school using active transport* (at least once per week).

*Active transport is defined as any form of human powered transport (e.g. locomotion on foot, or bicycle, skateboard, etc). When travelling from place to place, the mode of transport can be considered active if active transport was used for a considerable amount of total travel (e.g. walking 5-10 minutes to the bus stop, travelling by bus and then walking 5-10 minutes to the final destination).

Rationale

The majority of Australian primary and secondary school children do not use active transport to travel to and/or from school on a weekly basis.

Key Findings

- + 20% of secondary school students (aged 12-17 years) travel to and/or from school using active transport at least once per week⁶.
- + According to parents, 35% and 39% of primary school students, aged 6-7 and 11-12 years respectively, travel to and/or from school using active transport at least once per week⁶.
- + Australians aged 5-17 years, on average, spend 18 minutes per day using active transport to various destinations⁶.

How can we improve the grade?

Supported by research

- + Parental concerns about traffic and personal safety are important barriers to active transport. A range of strategies are needed to overcome these concerns and to increase children's competence to use active transport. These strategies may include changes to the physical environment that make it safer and easier for children to negotiate traffic^{63,64}, such as adequate crossing infrastructure and measures to slow traffic, and strategies to improve child and parental perceptions of child competence to walk or cycle to/from school^{65,66}, such as parental accompaniment on active transport trips until a level of independence and competence is possible and skill building programs and encouraging children to walk to/from school with other children.

- + A combined effort is required from parents, schools and local government to increase the proportion of Australian children and young people using active transport to travel to and from school. All schools should have active transport policies to promote and encourage the use of active travel to/from school, which are established as a result of input from all key stakeholders. School site decisions should take into consideration the surrounding environment to ensure that features which support active transport to school, such as low traffic exposure and connected streets⁶⁷ are prioritised.

- + Distance is one of the biggest barriers to walking and cycling to/from school^{68,69}. Additional strategies are required to improve active transport to school among those that live outside of a walkable or cyclable distance to school. Park and ride/walk strategies or strategies that encourage active transport for at least part of the school journey may be required.

Additional recommendations

- + Both children/young people and parents should incorporate active transport into their everyday routines. Other than school journeys, replacing short car trips to a range of destinations (e.g. local parks, local shops, friend's house) with walking or cycling is feasible (e.g. 1 kilometre is about 15 minutes of walking) and will have a range of benefits both to the child and the environment.



1. What percentage of 5–17year olds is achieving the guideline of 60 minutes of accumulated vigorous to moderate physical activity each day?

2. What percentage of schools in Australia has access to a specialist physical education teacher?

3. What percentage of primary schools in Australia report providing at least 120 minutes of physical education per week to students?

4. What percentage of primary and secondary (rural and urban) schools report having physical activity facilities on school grounds?

5. What percentage of primary school students aged 11–12 years travel to and/or from school using active transport at least once per week?

There are many different ways of participating in physical activity. Read the instructions for how to play Bowitgee and play a game with as many people you have at home.

bowitgee

'bow-it-gee'



SCHOOL
YEARS
7-9

SCHOOL
YEARS
10-12

Post-school age

Background

The young men from parts of the Gulf of Carpentaria in the Northern Territory had a ball game they called *bowitgee* ('going about').

The ball was made of paper bark tied firmly with string and about the size of a tennis ball. A good-natured yell of derision greeted the unlucky player who dropped the ball.

Short description

This is a running-and-passing activity. There are no definite rules for the game, which simply consists of throwing from one player to the other very quickly.

Players

- Six to eight players per grid/area

Playing area

- A designated area perhaps 10 x 20 metres

Equipment

- A sponge, tennis or small rubber ball

Game play and basic rules

- Players pass the *bowitgee* among themselves while moving around in the grid area. The group counts the number of passes made in a designated period of time (for example, 60 seconds). The *bowitgee* must not be handed from player to player (passes must be at least 3 metres).
- Players can become quite proficient at keeping the *bowitgee* going. A player often just touches or taps the *bowitgee* and makes it glance or deflect off to the next player, or catches and throws it quickly.